

**GENERAL**

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## Education Council

# 2005 Committee Oversight Powers and Responsibilities

## Fact Sheet

January 2005

1. Do the committees in the Education Council oversee Florida's education system?	Yes. The committees that make up the Education Council have broad power to maintain a continuous review of the work of the Department of Education and the State Board of Education. The committees also have the authority to evaluate the performance of the K-20 education system.
2. Can the committees request reports and recommendations from the Department of Education and other education agencies?	Yes. Section 11.143, F.S., authorizes the committees to request reports concerning the operation of any state agency subject to its jurisdiction, including recommendations by the agency with regard to existing law or proposed education legislation.
3. Do the committees have subpoena power?	Yes. The committees may subpoena any person or compel the production of books, letters, or other documentary evidence, including confidential information.
4. Do the committees review agency rulemaking?	Yes, the committees' staff reviews proposed administrative rules in conjunction with the staff of the Joint Administrative Procedures Committee, which is primarily responsible for reviewing all administrative rules proposed under Chapter 120, F.S., on behalf of the Legislature.
5. What reports have the committees requested from the Department of Education or State Board of Education?	<p>The committees periodically request reports, statewide education data, bill analyses, and general information from the Department of Education.</p> <p>The Florida Statutes and Laws of Florida also often place report requirements on the Department of Education, State Board of Education, and other education-related entities. The Education Council maintains a list of these required reports. The list currently contains over 80 separate reports.</p>
6. What are the applicable statutes and rules?	Section 11.143, F.S. -- Standing or select committees; powers. Rule 7.30, Rules of the House of Representatives.
7. Where can I get additional information?	Florida House of Representatives Education Council (850) 488-7451





## Education Council Education Overview

## Fact Sheet

January 2005

1. How is the education system in Florida structured?	Florida has a K-20 (kindergarten through graduate school) education system.
2. What is Florida's system for providing public education?	Public education in Florida is provided by three delivery systems - school districts, community colleges, and state universities.
3. What is the State Board of Education (SBE)?	The SBE is a constitutional body that serves as the chief implementing and coordinating body of public education in Florida. It is comprised of seven individuals who are appointed by the Governor and confirmed by the Senate.
4. What is the role of the Commissioner of Education?	The Commissioner of Education serves as the SBE's primary liaison with all entities involved in the state's education system. The Commissioner of Education is an officer appointed by the SBE.
5. How are Florida's public schools governed?	The <i>Florida Constitution</i> provides for individual school districts governed by elected school boards. Each of Florida's 67 counties constitutes a separate school district. The school superintendent in each district may be elected or appointed based on a decision by local voters.
6. How many K-12 public schools are in Florida?	There are 3,776 public schools in Florida with approximately 2.5 million public school students.
7. How are Florida's community colleges governed?	Community colleges are political subdivisions of the state and are governed by local boards of trustees. Each community college board of trustees is vested with the responsibility to operate its community college and with the authority necessary for its proper operation and improvement in accordance with rules of the SBE. Community college boards vary in size from five to nine members. The trustees are appointed by the Governor and confirmed by the Senate.
8. How many community colleges exist in Florida?	There are 28 institutions designated as public community colleges in Florida. The community colleges and their respective districts include: <ul style="list-style-type: none"> <li>• Brevard Community College (Brevard County)</li> <li>• Broward Community College (Broward County)</li> <li>• Central Florida Community College (Marion, Citrus, and Levy Counties)</li> <li>• Chipola College* (Jackson, Calhoun, Holmes, Liberty, and</li> </ul>

	<p>Washington Counties)</p> <ul style="list-style-type: none"> <li>• Daytona Beach Community College (Volusia, Flagler Counties)</li> <li>• Edison College (Lee, Charlotte, Collier, Glades, and Hendry Counties)</li> <li>• Florida Community College of Jacksonville (Duval, Nassau Counties)</li> <li>• Florida Keys Community College (Monroe County)</li> <li>• Gulf Coast Community College (Bay, Franklin, and Gulf Counties)</li> <li>• Hillsborough Community College (Hillsborough County)</li> <li>• Indian River Community College (St. Lucie, Indian River, Martin, and Okeechobee Counties)</li> <li>• Lake City Community College (Columbia, Baker, Dixie, Gilchrist, and Union Counties)</li> <li>• Lake-Sumter Community College (Lake, Sumter Counties)</li> <li>• Manatee Community College (Manatee, Sarasota Counties)</li> <li>• Miami-Dade College* (Miami-Dade County)</li> <li>• North Florida Community College (Madison, Hamilton, Jefferson, Lafayette, Suwannee, and Taylor Counties)</li> <li>• Okaloosa-Walton College (Okaloosa, Walton Counties)</li> <li>• Palm Beach Community College (Palm Beach County)</li> <li>• Pasco-Hernando Community College (Hernando, Pasco Counties)</li> <li>• Pensacola Junior College (Escambia, Santa Rosa Counties)</li> <li>• Polk Community College (Polk County)</li> <li>• St. Johns River Community College (Putnam, Clay, and St. Johns Counties)</li> <li>• St. Petersburg College* (Pinellas County)</li> <li>• Santa Fe Community College (Alachua, Bradford Counties)</li> <li>• Seminole Community College (Seminole County)</li> <li>• South Florida Community College (Highlands, DeSoto, and Hardee Counties)</li> <li>• Tallahassee Community College (Leon, Gadsen, and Wakulla Counties)</li> <li>• Valencia Community College (Orange, Osceola Counties)</li> </ul> <p>*Note: The 2001 Legislature designated St. Petersburg Junior College as St. Petersburg College. The 2004 Legislature designated Chipola Junior College as Chipola College, Edison Community College as Edison College, Miami-Dade Community College as Miami-Dade College, and Okaloosa-Walton Community College as Okaloosa Walton College for purposes of granting Bachelor of Arts degrees.</p>
9. How are Florida's state	<p>State universities are governed by a 17-member statewide board of governors composed of 14 members appointed by the</p>

universities governed?	<p>Governor and confirmed by the Senate; the Commissioner of Education; a faculty representative; and a student representative. The board of governors is a constitutionally created body required to operate, regulate, control, and be fully responsible for all eleven state universities.</p> <p>In addition, each institution is administered by a 13-member board of trustees comprised of six members appointed by the Governor, five members appointed by the statewide board of governors, a faculty representative, and a student representative. Appointed members must be confirmed by the Senate.</p>
10. How many state universities exist in Florida?	<p>There are eleven institutions designated as state universities in Florida.</p> <ul style="list-style-type: none"> <li>• University of Florida (UF)</li> <li>• Florida State University (FSU)</li> <li>• Florida Agricultural &amp; Mechanical University (FAMU)</li> <li>• University of South Florida (USF)</li> <li>• Florida Atlantic University (FAU)</li> <li>• University of West Florida (UWF)</li> <li>• University of Central Florida (UCF)</li> <li>• University of North Florida (UNF)</li> <li>• Florida International University (FIU)</li> <li>• Florida Gulf Coast University (FGCU)</li> <li>• New College, a residential liberal arts honors college, located in Sarasota County</li> </ul>
11. What are the applicable statutes and rules?	Chapter 1001, Florida Statutes
12. Where can I get additional information?	<p>Florida House of Representatives Education Council (850) 488-7451</p>







1. Is the State the only entity that provides funds to support the education system?	No. While the State plays a key role in appropriating funds to support the education system, federal, local, private, and other sources also provide funding.
2. Does the State appropriate federal funds in order to support public schools?	Yes. For the 2004-2005 fiscal year, the State appropriated federal funds that equated to approximately 19% of all funds appropriated to public schools.
3. What types of state funding sources are available for public school appropriations?	For the 2004-2005 fiscal year, 76% of public school appropriations were comprised by general revenue funds, 19% from federal funds, 4% from the lottery and 1% from other trust funds.
4. What is the Florida Education Finance Program (FEFP)?	<p>The FEFP is the funding formula adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education and is an allocation model based on individual student participation in educational programs. In order to ensure equalized funding, the FEFP is comprised of state and local funds and takes into account:</p> <ul style="list-style-type: none"> <li>• The local property tax base.</li> <li>• The costs of educational programs.</li> <li>• District costs of living.</li> <li>• Sparsity of student population.</li> </ul> <p><b>(Refer to the Florida Education Finance Program Fact Sheet.)</b></p>
5. What types of local funding sources are available for public school operations?	<p>School districts must levy the required local property tax millage established by the Legislature in order to receive state funding. This required local effort (RLE) is calculated by levying the millage (5.472 mills) adjusted for local levels of assessment on each school district's ad valorem property.</p> <p>Additionally, school districts may levy the following discretionary non-voted millage rates: .51 mills and an additional .25 mills that generate an amount not to exceed \$50 per full-time equivalent student.</p>

<p>6. Are there any state capital outlay funds available to school districts?</p>	<p>Yes. School districts derive capital outlay funds from several state sources, including:</p> <ul style="list-style-type: none"> <li>• Public Education Capital Outlay and Debt Service Trust Fund (PECO).</li> <li>• Capital Outlay and Debt Service Fund (CO&amp;DS).</li> <li>• Special Facility Construction Account.</li> <li>• Classrooms First Lottery Bond Program.</li> <li>• Effort Index Grant Program.</li> <li>• School Infrastructure Thrift (SIT) Program.</li> <li>• Classroom for Kids Program</li> </ul> <p><b>(Refer to the Educational Facilities Resources Fact Sheet.)</b></p>
<p>7. Are there any local capital outlay funds available to school districts?</p>	<p>Yes. School districts derive capital outlay funds from several local sources, including:</p> <ul style="list-style-type: none"> <li>• Two mill money (non-voted).</li> <li>• Voted millage.</li> <li>• School Capital Outlay Surtax (voted 1/2 cent sales surtax).</li> <li>• Local government infrastructure surtax (voted).</li> <li>• Bond referendum (voted).</li> <li>• Impact fees.</li> </ul> <p><b>(Refer to the Educational Facilities Resources Fact Sheet.)</b></p>
<p>8. What types of state funding sources are available for community college appropriations?</p>	<p>For the 2004-2005 fiscal year, community college appropriations were primarily comprised of 61% of general revenue funds and 39% of other funds.</p>
<p>9. How are community college appropriations derived?</p>	<p>For the 2004-2005 fiscal year, community college appropriations were derived as follows:</p> <ul style="list-style-type: none"> <li>• 61% from community college program funds.</li> <li>• 32% from student fees.</li> <li>• 7% from lottery and other funds.</li> </ul>
<p>10. Are there any capital outlay funds available to community colleges?</p>	<p>Yes. Community colleges derive capital outlay funds from the following state sources:</p> <ul style="list-style-type: none"> <li>• Public Education Capital Outlay and Debt Service Trust Fund (PECO).</li> <li>• Capital Outlay and Debt Service Fund (CO&amp;DS).</li> <li>• General Revenue Funds.</li> </ul>
<p>11. What types of state funding sources are available for state university appropriations?</p>	<p>For the 2004-2005 fiscal year, state university appropriations were comprised of 64% general revenue funds, 28% student fees, 4% of lottery funds, and 4% of other trust funds.</p>

<p>12. In addition to state appropriations, are there other funding sources available to state universities?</p>	<p>Yes. The following funding sources may be available for state university operating purposes during the fiscal year:</p> <ul style="list-style-type: none"> <li>• Contracts and grants.</li> <li>• Student activity &amp; service fees.</li> <li>• Concessions.</li> <li>• Self-insurance funds.</li> <li>• State Appropriations.</li> <li>• Auxiliary enterprises.</li> <li>• Intercollegiate athletic fees.</li> <li>• Student financial aid fees.</li> <li>• Faculty practice plans .</li> </ul>
<p>13. Are there any capital outlay funds available to state universities?</p>	<p>Yes. State universities derive capital outlay funds from the following sources:</p> <ul style="list-style-type: none"> <li>• Public Education Capital Outlay and Debt Service Trust Fund (PECO).</li> <li>• General Revenue Funds.</li> <li>• Capital improvement fees.</li> <li>• State-matching private funds.</li> <li>• Other trust funds.</li> </ul>
<p>14. What are the applicable statutes and rules?</p>	<p>Section 9(a)(2), Art. XII of the State Constitution - PECO.  Section 9(d), Art. XII of the State Constitution -- CO&amp;DS.  Section 212.055(2), F.S. -- Local Government Infrastructure Surtax.  Section 212.055(6), F.S. -- School Capital Outlay Surtax.  Section 1009.23, F.S. -- Community College Student Fees.  Section 1009.24, F.S. -- State University Student Fees.  Sections 1010.40-1010.59, F.S. -- School District Bonds.  Section 1011.62, F.S. -- FEFP Formula.  Section 1011.71(2), F.S. -- Two Mill Money.  Section 1011.73, F.S. -- District Millage Election.  Section 1013.64(1), F.S. -- PECO (maintenance, repair, renovation).  Section 1013.64(2)(a), F.S. -- Special Facility Construction Account.  Section 1013.65, F.S. -- Allocation of PECO Funds.  Section 1013.68, F.S. -- Classrooms First Program.  Section 1013.735, F.S. -- Classrooms for Kids Program.  Section 1013.737, F.S. -- The Class Size Reduction Lottery Revenue Bond Program.</p>
<p>15. Where can I get additional information?</p>	<p>Florida Department of Education  Deputy Commissioner's Office  (850) 245-0456  <a href="http://www.firn.edu/doe/">http://www.firn.edu/doe/</a></p>

	<p>State Board of Education (850) 245-9654 <a href="http://www.fldoe.org/">http://www.fldoe.org/</a></p> <p>Florida Board of Governors (850) 245-0466 <a href="http://www.fldoe.org/">http://www.fldoe.org/</a></p> <p>SMART Schools Clearinghouse (850) 245-9239 <a href="http://smartschools.state.fl.us">http://smartschools.state.fl.us</a></p> <p>Florida House of Representatives Fiscal Council (850) 488-6204</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>
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## Education Council Florida Lottery

## Fact Sheet

January 2005

1. What is the history of the Florida Lottery?	In 1986, voters amended Florida's Constitution to allow the State to operate lotteries. The 1987 Legislature enacted the Florida Public Education Lottery Act (Ch. 87-65, L.O.F.) to implement the constitutional amendment in a manner that enabled the people of the state to benefit from significant additional monies for education and also enabled the people of the state to play the best lottery games available.
2. What was the intent of the Legislature in enacting the Lottery Act?	Pursuant to s. 24.102(2), F.S., the intent of the Legislature is to use the net proceeds of the lottery games to support improvements in public education. The lottery proceeds are not to be used as a substitute for existing resources for public education.
3. How are lottery revenues distributed?	<p>Florida law requires that "as nearly as practical" 50% of the gross revenue from on-line lottery ticket sales and of the gross revenue from instant scratch-off lottery ticket sales be returned to the public in the form of prizes, or to retailers.</p> <p>At least 39% of the gross revenue from on-line lottery ticket sales, variable percentages of the gross revenue from instant scratch-off lottery ticket sales, and other earned revenue must be deposited in the Educational Enhancement Trust Fund to be used to benefit public education.</p> <p>Any remaining revenues from lottery ticket sales are used to pay the expenses of administering the lottery.</p>
4. What are specific dedicated uses of lottery funds?	<p>Lottery funds deposited in the Education Enhancement Trust Fund are primarily used for the following:</p> <p><b>Bright Futures Scholarship Program</b> Bright Futures is a merit-based scholarship program designed to provide college scholarships to students who achieve certain academic levels. In 2004-05, \$276 million was appropriated to the Bright Futures Scholarship Program. (Refer to the Bright Futures Scholarship Program Fact Sheet.)</p> <p><b>Classrooms First Program</b> A portion of lottery revenues is pledged to pay debt service on bonds issued by the state pursuant to the Classrooms First Program or the 1997 School Capital Outlay Bond Program. These funds are used for new construction of schools, maintenance or repair of schools, School Infrastructure</p>

	<p>Thrift (SIT) Program incentive funds, and Effort Index Grants. (Refer to the Educational Facilities Resources K-12 Fact Sheet.)</p> <p><b>Florida School Recognition Program</b>  The Florida School Recognition Program is designed to reward individual schools that sustain high performance or demonstrate exemplary improvement. Schools recognized by the program can receive rewards of up to \$100 per student. The 2004 Legislature appropriated \$263.5 million in order to fund the Florida School Recognition Program and for school district enhancement. The Department of Education reports that \$117 million was distributed to 1425 schools in 2004, and the districts were able to use the balance of \$146.3 million to enhance education. (Refer to the School Recognition Program Fact Sheet.)</p>
5. How much lottery prize money goes unclaimed each year?	<p>The lottery experiences \$30-\$40 million each year in unclaimed prizes. OPPAGA stated that the lottery used \$46 million in unclaimed prizes in the fiscal year 2000-01 to enhance scratch-off payouts and increase sales. The amount of unclaimed prizes accumulated each year is variable based on many factors. However, there is a consistent enough accumulation for the Department of the Lottery to use to enhance future game payouts.</p>
6. What happens to unclaimed lottery prizes?	<p>Florida law requires all unclaimed prize money to be added to the pool for future prizes or to be used for special promotions. The intent for this is to increase sales of lottery games and increase the total transfer to the Educational Enhancement Trust Fund (EETF). The Revenue Estimating Conference, OPPAGA, the House Committee on Business Regulation, and the Auditor General have endorsed this practice in the past. The Department of the Lottery claims to generate approximately \$2.60 in transfers to the EETF for each dollar of unclaimed prize money reinvested into the lottery games.</p>
7. Can all unclaimed prize money be used to enhance prize payouts?	<p>Recurring unclaimed prize money accumulations can safely be used to enhance prize payout percentages. However, infrequent large unclaimed prizes are difficult to use to enhance future games since they are only a one time influx of funds. In theory, the sales of a game with a prize payout enhanced by a one time unclaimed prize would be unsustainable after the unclaimed prize money was depleted.</p>
8. How are the remaining lottery funds in the Educational Enhancement Trust Fund used?	<p>The remaining lottery funds are apportioned among public schools, community colleges, and state universities. The House of Representatives has tried to maintain a policy of appropriating 70% of these funds to public schools, 15% to the Florida Community College System, and 15% to the State University System.</p>

<p>9. What are acceptable uses of lottery dollars?</p>	<p>Public educational programs and purposes funded by the Educational Enhancement Trust Fund may include, but are not limited to the following: endowment, scholarship, matching funds, direct grants, research and economic development related to education, salary enhancement, contracts with independent institutions to conduct programs consistent with the state master plan for postsecondary education, and other educational programs or purposes deemed desirable by the Legislature.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Chapter 24, F.S. -- Florida Lottery.  Section 1008.36, F.S. -- Florida School Recognition Program.  Sections 1009.53-1009.538, F.S. -- Bright Futures Scholarships.  Section 1013.68, F.S. -- Classrooms First Program.  Section 1013.70, F.S. -- 1997 School Capital Outlay Bond Program.</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education  Deputy Commissioner's Office  (850) 245-0456  <a href="http://www.firn.edu/doe/oef/lotteryprograms.htm">www.firn.edu/doe/oef/lotteryprograms.htm</a></p> <p>Florida House of Representatives  Education Council  (850) 488-7451</p>







<p>1. What is the school readiness program?</p>	<p>The 1999 Legislature established the school readiness program (s.411.01, F.S.) for the state's economically disadvantaged and at-risk birth-to-kindergarten population. The program was substantially amended during the 2004 special session as part of the implementation of the Voluntary Prekindergarten Education Program (VPK). (Refer to the VPK Fact Sheet.) The program is designed to be an integrated, seamless service delivery system for all publicly funded school readiness and child care programs. The program is administered by the Office of Early Learning in the Agency for Workforce Innovation (AWI) through local early learning coalitions established at the county or regional level. The goal of the school readiness program is to enhance the progress of each child in the development of school readiness skills as measured by the standards and outcomes adopted by AWI, and the statewide kindergarten screening adopted by the Department of Education.</p>
<p>2. Who is eligible to participate in the school readiness program?</p>	<p>Priority for participation in the school readiness program must be given to children ages three years to school entry who are served by the Family Safety Program Office of the Department of Children and Family Services or a community-based lead agency and for whom child care is needed in order to minimize risk of further abuse, neglect, or abandonment. Other children who are eligible to participate in the school readiness program include:</p> <ul style="list-style-type: none"><li>• Those who are at risk of welfare dependency, including economically disadvantaged children, children of parents in welfare transition programs, children of parents who are migrant farm workers, and children of teen parents.</li><li>• Those who are from working families with incomes below 150% of federal poverty level.</li><li>• Those for whom the state is paying a relative caregiver.</li></ul> <p>Local early learning coalitions may also establish priorities for participation by:</p> <ul style="list-style-type: none"><li>• Children with disabilities who are not economically disadvantaged but are served in an exceptional student education program.</li><li>• Children who are economically disadvantaged or disabled and served by a home visitor program.</li><li>• Children of parents who are migrant farm workers but are</li></ul>

	not economically disadvantaged.
3. What is meant by "economically disadvantaged?"	An "economically disadvantaged" child is one whose family income is below 150% of the federal poverty level. Once in the program, an economically disadvantaged child may remain until kindergarten without regard to family income level, subject to adjustment to the family's co-payment on the sliding fee scale.
4. How does a child enroll in the school readiness program?	Parents enroll their children in the school readiness program by submitting their application to the local early learning coalition (See Question 6) through the coalition's "single point of entry" system (See Question 5). Contact information for each local coalition is available from AWI (See Question 14).
5. What is the "single point of entry system?"	The single point of entry system is an integrated information system that allows a parent to enroll his or her child in the school readiness program at various locations; may enroll by telephone or website; and uses a unified waiting list to track eligible children waiting for enrollment.
6. What is an "early learning coalition?"	Formerly called "school readiness coalitions," early learning coalitions administer both the preK and school readiness programs, under the guidance and administration of AWI. Providers and families work through their local coalitions to register to provide or receive services. The law permits 30 or fewer coalitions, each serving a minimum of 2,000 children
7. Who serves on the local early learning coalitions?	As prescribed in s.411.01(5)(a)2, F.S., local coalitions consist of 18 to 35 members, with more than 1/3 of the membership from the private sector. The Governor appoints the chair of the coalition. Neither the members nor their families may have a substantial financial interest in the early education and child care industry. Each member is subject to three sections of the Code of Ethics for public officers and employees.
8. What are AWI's responsibilities for the school readiness program?	AWI administers and monitors school readiness funds, plans, and policies; provides final approval and an annual review of coalitions and their plans; safeguards the effective use of resources to achieve the highest possible level of school readiness for the state's children; and develops and adopts performance standards and outcome measures for school readiness programs, which must be integrated with the standards for children in the VPK program.
9. What is the Early Learning Advisory Council?	The Early Learning Advisory Council submits recommendations to AWI and the Department of Education on the state's early learning policy, including the preK and school readiness programs. It is composed of the chair, appointed by the Governor; the chair of each early learning coalition; one member appointed by the President of the Senate; and one member appointed by the Speaker of the House of Representatives. The members appointed by the presiding officers of the Legislature must each have a background in

	early learning.
10. What is the local school readiness plan?	<p>Each coalition must implement a plan, approved by AWI that includes a comprehensive program of school readiness services that enhance the cognitive, social, and physical development of eligible children to achieve the performance standards and outcome measures specified by AWI. The local school readiness plan must provide for extended-day and extended-year services when needed and provide for a single point of entry and unified waiting list. The plan must include provisions for:</p> <ul style="list-style-type: none"> <li>• Developmentally appropriate curricula.</li> <li>• Character development.</li> <li>• Age-appropriate assessment of each child's development.</li> <li>• Pretest upon entering and posttest upon leaving each program.</li> <li>• Appropriate staff-to-children ratios.</li> <li>• A healthy and safe environment.</li> <li>• A resource and referral network to assist informed parental choice.</li> <li>• Parental co-payment through a sliding fee scale.</li> <li>• Parental choice of settings and locations.</li> <li>• Trained instructional staff.</li> <li>• Eligibility priority for at-risk and economically disadvantaged children.</li> <li>• Payment rates developed by the coalition and approved by AWI.</li> <li>• Systems support and direct enhancement services.</li> <li>• Articles of incorporation and bylaws, if an established business entity.</li> <li>• Strategies to meet the needs of unique populations.</li> <li>• A contract with a fiscal agent if the coalition is not organized as a <u>business entity</u>.</li> </ul>
11. What is the Early Learning Programs Estimating Conference?	<p>The Early Learning Programs Estimating Conference develops estimates and forecasts of the number of children eligible for school readiness programs and the VPK program. These estimates and forecasts are used to support the state <u>planning, budgeting and appropriations processes</u>.</p>
12. How are school readiness program funds allocated?	<p>The AWI administers school readiness program funds. Administrative costs must be kept to the minimum necessary for efficient and effective administration of the plan. The total administrative expenditures must not exceed 5% unless specifically waived by the Partnership.</p> <p>Funding is distributed as block grants to assist coalitions in integrating services and funding to develop a quality service delivery system. State funds appropriated for the school</p>

	readiness program may not be used for the construction of new facilities or the purchase of buses. All cost-savings and all revenues received through a mandatory sliding fee scale must be used to help fund the local school readiness program.
13. What are the applicable statutes and rules?	<p>Section 216.136(10), F.S. -- Early Learning Programs Estimating Conference.</p> <p>Section 411.01, F.S. -- School readiness programs; early learning coalitions.</p> <p>Section 411.011, F.S. -- Records of children in school readiness programs.</p> <p>Section 1002.69, F.S. -- Statewide kindergarten screening; kindergarten readiness rates.</p>
14. Where can I get additional information?	<p>Agency for Workforce Innovation Office of Early Learning (850) 922-4200</p> <p>Department of Children and Families Child Care Program Office (850) 488-4900</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



## Education Council

# Early Learning - Voluntary Prekindergarten Education Program

## Fact Sheet

January 2005

<p>1. What is the Voluntary Prekindergarten (VPK) Education Program?</p>	<p>In 2002, the electors of Florida approved Amendment No. 8 to the State Constitution, which required the Legislature to establish, by the 2005 school year, a new early childhood development and education program (i.e., prekindergarten program) for every 4-year-old child in the state. The amendment requires the program to be voluntary, high quality, free, and delivered according to professionally accepted standards. The 2004 Legislature created the Voluntary Prekindergarten Education Program which allows a parent to enroll his or her child in a voluntary, free prekindergarten (Pre-K) program offered during the year before the child is eligible for admission to kindergarten.</p>
<p>2. Who is eligible to enroll in the VPK program?</p>	<p>Each child living in the state who will have attained 4 years of age on or before September 1 of the school year is eligible for the Pre-K program during that school year. A child remains eligible until the beginning of the school year for which the child is eligible for admission to kindergarten in a public school (i.e., the child attains the age of 5 years on or before September 1 of the school year) or is admitted to kindergarten, whichever occurs first.</p> <p>Children may not attend the summer Pre-K program earlier than the summer immediately before the school year when the child is eligible for admission to kindergarten in a public school.</p>
<p>3. What choices do families have?</p>	<p>The bill allows the parent of each child eligible for the Pre-K program to choose among three distinct programs:</p> <ul style="list-style-type: none"> <li>• School-year Pre-K program delivered by a private prekindergarten provider;</li> <li>• Summer Pre-K program delivered by a public school or private prekindergarten provider; or</li> <li>• School-year Pre-K program delivered by a public school, if offered by a school district that meets certain class-size reduction requirements.</li> </ul>
<p>4. How are children enrolled in the VPK program?</p>	<p>Parents enrolling their children in the Pre-K program submit their application to the local early learning coalition (<b>See Question 5</b>) through the coalition's "single point of entry" system. Coalitions must coordinate with the school districts in developing procedures for enrolling children in school-based</p>

## Early Learning - Voluntary Prekindergarten Education Program

	Pre-K programs. Contact information for each local coalition is available from AWI ( <b>See Question 19</b> ).
5. What is an "early learning coalition?"	Formerly called "school readiness coalitions," early learning coalitions administer both the PreK and school readiness programs, under the guidance and administration of AWI. Early learning coalitions will be the single point of entry into the pre-K program. Providers and families will work through their local coalitions to register to provide or receive services. Coalitions are composed of at least 18 but not more than 35 members, with specific membership required by statute. More than one third of the members of each early learning coalition must be private-sector business members who do not have, and who do not have a relative that has, a substantial financial interest in the design or delivery of either the Pre-K or school readiness program.
6. How can families make informed choices?	Each early learning coalition must provide parents with a profile of each private prekindergarten provider and public school in a format prescribed by the Agency for Workforce Innovation (AWI). The profile must include the provider's or school's: <ul style="list-style-type: none"> <li>• Services, curriculum, instructor credentials, and instructor-to-student ratio; and</li> <li>• Kindergarten readiness rate based upon the most recent available results of the statewide kindergarten screening.</li> </ul>
7. What are the requirements for public school participation?	<p><b>School-year program:</b> A public school may only offer the school-year Pre-K program if the school's district school board certifies that the school district:</p> <ul style="list-style-type: none"> <li>• Is in compliance with the statutory schedules for class-size reduction; and</li> <li>• Has sufficient satisfactory educational facilities and capital outlay funds to achieve full compliance with the class-size reduction requirements.</li> </ul> <p>The Commissioner of Education must certify to the State Board of Education that the Department of Education has reviewed the school district's educational facilities, capital outlay funds, and projected student enrollment, and agrees with the school district's certification of compliance with class size requirements.</p> <p>Each eligible school district may determine which public schools are eligible to deliver the school-year Pre-K program. To participate in the school-year program, each public school must register with the early learning coalition.</p> <p><b>Summer program:</b> The summer Pre-K program delivered by</p>

	<p>public schools is administered at the district level by the school districts, who may determine which public schools are eligible to deliver the summer Pre-K program. School districts may limit the number of students admitted to the summer program in a particular public school but every school district must provide for the admission of every eligible student enrolling in the summer Pre-K program.</p>
<p>8. What are the requirements for private provider participation?</p>	<p><b>School-year program:</b> To participate in the program, a private provider must register with the early learning coalition and must be a:</p> <ul style="list-style-type: none"> <li>• Licensed child care facility;</li> <li>• Licensed family day care home;</li> <li>• Licensed large family child care home;</li> <li>• Nonpublic school exempt from licensure; or</li> <li>• Faith-based child care provider exempt from licensure.</li> </ul> <p>In addition, a private prekindergarten provider must:</p> <ul style="list-style-type: none"> <li>• Be accredited by an accrediting association that is a member of the National Council for Private School Accreditation, the Commission on International and Trans-Regional Accreditation, or the Florida Association of Academic Nonpublic Schools;</li> <li>• Hold a current Gold Seal Quality Care designation; or</li> <li>• Be licensed and demonstrate to the early learning coalition that the provider meets each of the statutory requirements of the Pre-K program.</li> </ul> <p>Unlicensed family day care homes and informal child care providers are not eligible.</p> <p><b>Summer program:</b> The summer Pre-K program delivered by private providers must be administered at the county or regional level by the early learning coalitions. Each private provider who chooses to offer the summer program must meet each requirement for delivering the school-year Pre-K program (see above).</p>
<p>9. What instructor credentials are required in the VPK program?</p>	<p>A public school or private provider must employ for each Pre-K class at least one instructor with the following credentials:</p> <ul style="list-style-type: none"> <li>• A child development associate (CDA) credential issued by the National Credentialing Program of the Council for Professional Recognition;</li> <li>• A credential approved by the Department of Children and Family Services as being equivalent to or greater than the national CDA; or</li> <li>• One of the following: <ul style="list-style-type: none"> <li>➤ Bachelor's or higher degree in early childhood</li> </ul> </li> </ul>

	<p>education, prekindergarten or primary education, preschool education, or family and consumer science;</p> <ul style="list-style-type: none"> <li>➤ Bachelor's or higher degree in elementary education, if the instructor has been certified to teach children any age from birth through 6th grade, regardless of whether the educator certificate is current;</li> <li>➤ Associate's or higher degree in child development;</li> <li>➤ Associate's or higher degree in an unrelated field, at least 6 credit hours in early childhood education or child development, and at least 480 hours experience in teaching or providing child care services for children any age from birth through 8 years of age; or</li> <li>➤ Educational credential approved by the Department of Education as being equivalent to or greater than any of these educational credentials.</li> </ul> <p>Each instructor must also receive 5 hours of training in emergent literacy (<b>See Question 10</b>). Each instructor must be of good moral character and cannot be an instructor if he or she is ineligible to teach in a public school because his or her educator certificate is suspended or revoked. Each provider or school must conduct background screenings of each prekindergarten instructor. These screenings must be conducted before hiring an instructor and at least once every 5 years using level 2 screening standards, which entail fingerprinting, statewide criminal and juvenile records checks through the Florida Department of Law Enforcement, and federal criminal records checks through the Federal Bureau of Investigation. Each provider or school may not hire, and must terminate a prekindergarten instructor who has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to, any one of the 47 criminal offenses cited in s. 435.04(2), F.S.</p> <p>Recognizing the importance of instructors continuing to improve their skills and preparation through education and training, the statute also includes the following aspirational goals:</p> <p><b><i>By the 2010-2011 school year (5 years after the scheduled beginning of the Pre-K program):</i></b></p> <ul style="list-style-type: none"> <li>• Each Pre-K class will have at least one instructor who holds an associate's or higher degree in the field of early childhood education or child development; and</li> <li>• Each Pre-K class composed of 11 or more students, in addition to an instructor with an associate's or higher</li> </ul>
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	<p>degree, will have a second instructor who has a child development associate (CDA) or state-approved equivalent credential.</p> <p><i>By the 2013-2014 school year</i> (8 years after the scheduled beginning of the Pre-K program):</p> <ul style="list-style-type: none"> <li>Each Pre-K class will have at least one instructor who holds a bachelor's or higher degree in the field of early childhood education or child development.</li> </ul>
10. What is emergent literacy, and why is it emphasized in this program?	<p>Before they start school, children need certain skills so they are ready to learn to read. Emergent literacy includes skills in:</p> <ul style="list-style-type: none"> <li>Oral communication</li> <li>Knowledge of print and letters</li> <li>Phonemic and phonological awareness - knowing that every spoken word is a sequence of units of sound represented by letters; understanding letter-sound relationships in order to learn phonics and spelling</li> <li>Vocabulary and comprehension development</li> </ul>
11. What are the instructor to child ratios in the VPK program?	<p>In the 540 -instructional-hour school-year program, classes will have a minimum of 4 and a maximum of 18 students. Each class will have at least one instructor who holds at least a child development associate (CDA) or equivalent state-approved credential and who completes a 5-clock-hour course in emergent literacy training. Classes with 11 or more students must have a second adult.</p> <p>In the 300-instructional-hour summer program, classes will have a minimum of 4 and a maximum of 10 students. Each class will have at least one Florida-certified teacher or an instructor who holds a bachelor's or higher degree in specified early learning degree programs.</p>
12. What are the curriculum requirements in the VPK program?	<p>Each private prekindergarten provider and public school may select or design its own curriculum, which must be developmentally appropriate and:</p> <ul style="list-style-type: none"> <li>Designed to prepare a student for early literacy;</li> <li>Enhance the age-appropriate progress of students in attaining the DOE's adopted Pre-K performance standards; and</li> <li>Prepare students to be ready for kindergarten based upon the statewide kindergarten screening.</li> </ul> <p>If a private prekindergarten provider or public school is placed on probation because the provider's or school's kindergarten readiness rate (i.e., percentage of the provider's or school's students assessed as ready for kindergarten) falls below the minimum satisfactory rate established by the State Board of</p>

	Education for 2 consecutive years, the provider or school must use a curriculum approved by the DOE. The bill requires DOE to maintain a list of approved curricula for these providers and schools on probation.
13. What is the accountability system for this program?	<p><b>Fiscal Accountability:</b> AWI's Inspector General is responsible for overseeing the integrity of the program and compliance by the providers. Providers and local coalitions are held accountable through direct oversight from AWI, a single data base to track student enrollment, and monthly verification of attendance for funding purposes. Every month, each parent must certify that the child attended the pre-K provider and plans to stay with that provider. These certified attendance records can be audited, and must be kept by providers for at least 2 years. Early learning coalitions are subject to audits by the Auditor General, and every member of an early learning coalition is subject to ethics provisions related to:</p> <ul style="list-style-type: none"> <li>• Standards of conduct</li> <li>• Employment of relatives</li> <li>• Voting conflicts, including abstaining when a voting conflict exists</li> </ul> <p><b>Program Accountability:</b> All providers must keep an accurate school profile and make the information available to parents. The profile includes information about the school, the curriculum, the qualifications of the teachers, and the overall performance of the students. The DOE will set performance standards, and will use results from the new kindergarten screening to annually set a required "readiness rate" for each provider. If a provider doesn't meet the readiness rate, the DOE becomes increasingly involved, from approving curriculum to probation to dismissal from the program.</p> <p>AWI must determine each provider's eligibility and fiscal soundness before parents may choose them. In addition, AWI may remove a provider or school which persistently fails to meet the kindergarten readiness rates or due to misconduct or other good cause.</p>
14. What agency will administer the VPK program?	The Department of Education governs standards, assessments, and curricula, while AWI governs the day-to-day operations of both the VPK program and the school readiness system. To achieve this, the Office of Early Learning is established within AWI. Early learning coalitions administer both Pre-K and School Readiness at the local level. AWI's oversight duties over the early learning coalitions include enrolling children, reporting attendance, providing payment to providers and schools, and monitoring providers and schools for compliance

	<p>with program requirements. AWI is also required to adopt a statewide system allowing for a single point of entry and a unified waiting list and birth-to-3-year-old standards for School Readiness which integrate into pre-K standards adopted by DOE.</p> <p>DOE will adopt performance standards defining what our 4-year-olds will learn, approve emergent literacy training courses and pre-K director credentials, and specify CDA credentials that qualify for articulation into college credit. DOE is responsible for the Statewide Kindergarten Screening. The screening must measure student performance on PreK standards and readiness for kindergarten. Each year the DOE will figure a readiness rate for each provider and school. The State Board of Education will periodically set the minimum satisfactory readiness rate. DOE will develop an approved curricula list that must be used by any provider or school that does not meet the State Board of Education's minimum satisfactory readiness rate.</p>
15. How does funding work?	<p>AWI will adopt payment procedures and a uniform attendance policy to be used only for funding purposes. Funds will be distributed each month to Early Learning Coalitions for monthly payments to providers and schools. Using estimates from the Early Learning Program Estimating Conference, each Early Learning Coalition will be advance funded based on projected attendance. Once school begins, parents will certify attendance each month for the prior month. Funds will be reconciled based on actual attendance.</p> <p>A base student allocation will be set annually in the general appropriations act. Each county's allocation will be calculated by multiplying the number of FTE times the base student allocation times the district cost differential.</p>
16. Are there required fees?	<p>No. A provider or school cannot require any additional fees, and cannot require a child to pay for any extra services as a condition of enrolling.</p>
17. Is transportation provided?	<p>The constitutional amendment does not require transportation, and the law does not provide funding for transportation. However, the law specifically allows a school or provider to use some of their PreK funds to provide transportation. Many schools already provide transportation as part of their programs, and each school board and superintendent will decide whether to allow 4 year olds in public school programs to ride the school bus. Economically disadvantaged children participating in school readiness programs will still be eligible for the services they currently receive which may include</p>

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	transportation assistance. By including private, faith-based, and public school providers the chances are greatly increased that there will be a provider in a location that will be convenient to parents.
18. What are the applicable statutes and rules?	Part V of Chapter 1002, Florida Statutes, is entitled "Voluntary Prekindergarten Education Program" and consists of the following sections of the Florida Statutes: 1002.51, 1002.53, 1002.55, 1002.57, 1002.59, 1002.61, 1002.63, 1002.65, 1002.67, 1002.69, 1002.71, 1002.73, 1002.75, 1002.77, and 1002.79. Other applicable sections include 11.45, 20.50, 125.901, 216.133, 216.136, 402.3016, 411.01, 411.011, 411.226, 411.227, 1001.23, 1002.22, 1003.54, and 1007.23, Florida Statutes.
19. Where can I get additional information?	<p>Florida Department of Education Office of Voluntary Prekindergarten Education (850) 245-0509</p> <p>Agency for Workforce Innovation Office of Early Learning (850) 922-4200</p> <p>Department of Children and Families Child Care Program Office (850) 488-4900</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>



## Education Council

# **Council for Education Policy Research and Improvement**

## **Fact Sheet**

January 2005

1. What is the Council for Education Policy Research and Improvement?	The Council for Education Policy Research and Improvement (CEPRI) serves as a citizen board for independent policy research and analysis. CEPRI was created by the 2001 Legislature to conduct and review education research, provide independent analysis on education progress, and provide independent evaluation of education issues of statewide concern.
2. Who are the members of the Council?	CEPRI is composed of five members appointed by the Governor, two members appointed by the Speaker of the House of Representatives, and two members appointed by the President of the Senate. Each member serves a 6-year term. Members may not include elected officials or employees of public or independent education entities.
3. What are the specific duties and powers of the Council?	<p>CEPRI must:</p> <ul style="list-style-type: none"><li>• Provide state policymakers, educators, and the public with objective and timely information concerning the K-20 education system.</li><li>• Explore national and state emerging educational issues and examine how these issues should be addressed by education institutions in Florida.</li><li>• Prepare and submit to the State Board of Education (SBE) a long-range master plan for education and update the plan at least every five years.</li><li>• Prepare and submit for approval by the SBE a long-range performance plan for K-20 education in Florida, and annually review and recommend improvement in the implementation of the plan.</li><li>• Annually report on the progress of public schools and postsecondary education institutions toward meeting statutorily-defined educational goals and standards.</li><li>• Recommend to the Legislature and the SBE new initiatives, revisions, legislation, and rules for the educational accountability system.</li><li>• Evaluate issues pertaining to student learning gains.</li><li>• Review and make recommendations regarding the activities of research centers and institutes supported with state funds.</li><li>• Apply for and receive grants for the study of K-20 education system improvement consistent with its</li></ul>

## Council for Education Policy Research and Improvement

	<p>responsibility.</p> <ul style="list-style-type: none"><li>• Assist the SBE in the conduct of its educational responsibilities in such capacities as the board considers appropriate.</li></ul>
4. What are the applicable statutes and rules?	Section 1008.51, F.S. -- Council for Education Policy Research and Improvement
5. Where can I get additional information?	<p>Council for Education Policy Research and Improvement (850) 488-7894 <a href="http://www.cepri.state.fl.us">www.cepri.state.fl.us</a></p> <p>Florida House of Representatives Education Council (488-7451)</p>